

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school. Our strategy has been written in collaboration with Lynn Barnett (Governor responsible for Pupil Premium) and the families who are able to access the grant.

### School overview

| Detail  | Data               |
|---|--------------------|
| School name   | Hunsdon JMI School |
| Number of pupils in school  | 108                |
| Proportion (%) of pupil premium eligible pupils   | 9.2%               |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 3 years            |
| Date this statement was published   | September 2023     |
| Date on which it will be reviewed   | July 2024          |
| Statement authorised by   | J. Millward        |
| Pupil premium lead  | J. Millward        |
| Governor / Trustee lead   | L. Barnett         |

### Funding overview

| Detail   | Amount  |
|--|---------|
| Pupil premium funding allocation this academic year                                    | £16,005 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0      |
| <b>Total budget for this academic year</b>   | £16,005 |

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through Tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge  |
|------------------|--|
| 1)               | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. |
| 2)               | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.   |
| 3)               | Poor emotional resilience and self-regulation skills impact on many pupils' ability to work collaboratively and to accept a degree of challenge in their learning  |
| 4)               | Accessibility to rich extra-curricular experiences is more restricted owing to finances  |
| 5)               | Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 3-5% lower than for non-disadvantaged pupils.<br><br>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.      |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome  | Success criteria  |
|---|---|
| 1) Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| 2) Improved reading attainment among disadvantaged pupils.                  | KS2 reading outcomes in 2022/23 show that 66.6% of disadvantaged pupils met the expected standard although it should be noted that each child was the equivalent of 33.3%   |

|   |   |
|---|---|
| <p>3) To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>  | <p>Sustained high levels of wellbeing from 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul> |
| <p>4) Accessibility to rich extra-curricular experiences is not restricted because of finances and the extra interest will be seen throughout the pupils work and discussions. Eg Music, Cheerleading, Choir etc.</p> | <p>Pupils will be able to attend a wider range of rich extra-curricular experiences and the impact of this will be seen in their work and discussions.</p>  |
| <p>5) To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>   | <p>Sustained high attendance from 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no less than 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to within 2%.</li> </ul>                                      |

## Planning for this academic year – 2023 / 2024

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £9,000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>  | 1                             |
| <p>Employing a French Teacher who will focus on improving spoken French through discussion</p>  | <p>Learning a foreign language makes pupils aware that different languages have different sounds. It also helps pupils learn about the importance of pronunciation and intonation and formal and informal use of language.</p> <p><a href="https://www.government-ventures.co.uk/the-importance-of-developing-modern-foreign-languages-in-the-curriculum">https://www.government-ventures.co.uk/the-importance-of-developing-modern-foreign-languages-in-the-curriculum</a></p> | 1                             |
| <p>Purchase of further resources to support Pearson’s Bug Club to secure stronger phonics teaching for all pupils.</p>  | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>  | 2                             |
| <p>Improve the quality of social and emotional (SEL) learning.</p>  | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic</p>  | 3, 4                          |

|  |   |  |
|--|---|--|
| SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. | performance, attitudes, behaviour and relationships with peers):<br><br><a href="#">EEF Social and Emotional Learning</a> |  |
|--|---|--|

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £3,500

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Subscription to SpeechLink to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.   | Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:<br><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>  | 1                             |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.   | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:<br><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a> | 2                             |
| Provide a blend of tuition; mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. | Both targeted interventions and universal approaches can have positive overall effects:<br><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>  | 1, 2                          |

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3,500

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Investment in a non-fiction library within the school   | School libraries have been found to impact pupils' general academic attainment, reading and writing skills, plus wider learning skills, as well as their scores in history, mathematics and science. School libraries have also been found to have an impact on pupils' reading enjoyment, reading behaviour and attitudes towards reading.<br><a href="https://literacytrust.org.uk">https://literacytrust.org.uk</a> | 2                             |
| Continue to subscribe to Herts Counselling Services   | Pupils will be able to address their concerns with a trained professional in a secure environment. The impact of this will be seen in their behaviour and attitude to work.<br><a href="#">Counselling in schools: a blueprint for the future DfE2016</a>  | 3                             |
| Accessibility to rich extra-curricular experiences is not restricted because of finances and the extra interest will be seen throughout the pupils work and discussions. Eg Music, Cheerleading, Choir, Rugby etc.  | Pupils will be able to attend a wider range of rich extra-curricular experiences and the impact of this will be seen in their work and discussions.  | 4                             |
| Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.<br><br>This will involve training and release time for staff to develop and implement new procedures | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  | 5                             |

**Total budgeted cost: £18,000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Internal tracking showed that our PPG pupils made at least as much progress as their peers. They were all supported closely during the lockdown and special provision was put in place to cater for their academic and pastoral needs.

Our PPG pupils were supported financially to enable them to take part in all the extra-curricular and curriculum enriching activities that we were able to put in place.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted over the previous three years, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

| Programme                  | Provider             |
|----------------------------|----------------------|
| SCARF                      | CORAM LIFE EDUCATION |
| Herts Counselling Services | HCC                  |
| White Rose Maths           | White Rose           |
| Herts PA+                  | HfL                  |
| Espresso                   | Discovery Education  |
| 5 a day fitness            | 5 a day              |
| Purple Mash                | 2simple              |
| SNAP Science               | Collins Education    |
| Wordshark                  | Wordshark            |
| Times Tables Rock Stars    | ttrockstars          |



### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

| Measure  | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year?    |         |
| What was the impact of that spending on service pupil premium eligible pupils? |         |